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ABSTRACT

This is a needs assessment of educationally disadvantaged students in Seattle, Washington for 1976-77. The report includes data on the following: (1) the distribution of low achievers by grade, sex, ethnic group, and school administrative area; (2) the distribution of achievement test scores of low achievers by subject, grade, and administrative area; (3) the relationship between socioeconomic factors and academic achievement among low achievers; (4) the rate of student transfer from various attendance areas; (5) the perceptions of parents, teachers and administrators regarding which grade level should receive the highest priority in educational services; and (6) the perceptions of parents, teachers and administrators concerning the problems of low achievers and potential solutions. A discussion of the findings concludes the paper. (APM)

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NEEDS ASSESSMENT OF EDUCATIONALLY DISADVANTAGED STUDENTS IN SEATTLE PUBLIC SCHOOLS

REPORT NO. 77-7
APRIL, 1977

KATHY M. MELAND

Department of
Management Information Services

SEATTLE
PUBLIC
SCHOOLS

UD021750

ACKNOWLEDGMENTS

This report is the third in a series of yearly Educationally Disadvantaged Needs Assessments prepared by the Title I evaluation team. Significant credit should be given to Wilma Hedden, Deborah Beaudry and Jim Marchisio, the originators of its design, scope, and format.

SEATTLE PUBLIC SCHOOLS
Administrative and Service Center
815 Fourth Avenue North
Seattle, Washington 98109

NEEDS ASSESSMENT OF EDUCATIONALLY DISADVANTAGED STUDENTS IN SEATTLE PUBLIC SCHOOLS

REPORT NO. 77-7
APRIL, 1977

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ABSTRACT

This assessment of the needs of educationally disadvantaged students in Seattle Public Schools 1976-77 was conducted to provide information for use in planning the most beneficial supplementary educational programs for low achieving students.

The following major conclusions were drawn from data contained in this report:

1. High concentrations of low achieving students attend schools in the Central and Beacon Hill-Rainier Valley areas and in some parts of Ballard and West Seattle.

2. Areas that are high in poverty are also generally high in low achievement and conversely.

3. The lowest test scores occur in areas that are high in student mobility and poverty.

4. Both Reading and Math percentile scores of low achieving students are lower in the later grades than in the earlier grades.

5. According to the Needs Assessment Survey of administrators, staff, and parents, the three most serious problems of low achieving students are self-esteem, attitude toward school, and reading.

6. The best solutions to problems of low achieving students, as perceived by the consensus of Needs Assessment Survey responses, are to: 1) Decrease the number of disadvantaged pupils per teacher; 2) Increase individual assessment of skill weaknesses; 3) Improve procedures for selection of staff; 4) Provide adequate facilities; and 5) Increase communications with the home.

7. Grades 1 through 3 have the most need for compensatory educational programs, according to respondents on the Needs Assessment Survey.

Past evaluations of Seattle compensatory programs indicate the following District needs:

- There is a need to emphasize instructional strategies that involve a high degree of teacher control, contact with regular students, intensive practice of skills and facts, and systems of both positive and negative reinforcement.

- A summer intervention program that merely maintained school year gains over the summer could produce dramatic improvements in long-term achievement. An intervention program that continued school year growth over the summer could raise the average Title I achievement level out of the underachiever category in two to three years.

- There is a need to include a program component in compensatory programs to offset the academically negative influences of student mobility.

- There is a need for the District to continue and expand in-service Title I staff training, and to encourage staff to continue further training outside the District.

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INTRODUCTION

Background and Purpose of the Study

For the past several years the Seattle Public Schools has received Federal funds to provide supplementary educational services to low achieving students. Although the general purpose of these funds is designated in the legislation, specific decisions about how these funds are spent are the responsibility of the individual school districts. This Needs Assessment Study was prepared to describe the extent and trends of educational disadvantagedness among students in Seattle Public Schools. The main intent of the study is to identify low achieving students' educational problems and needs, and determine possible solutions to aid in planning the most beneficial supplementary educational programs.

The questions to be addressed in this report were generated by discussions between Seattle Public School District administrators, principals, and staff. In addition, questions posed by individual citizens have been included. The questions are:

1. What is the distribution of low achieving students in Seattle Public Schools by grade, administrative area,* ethnic group, and sex?

2. What is the distribution of achievement test scores of these low achieving students by subject, grade, and administrative area?

3. What is the relationship between socio-economic factors and academic achievement among low achieving students?

4. What is the amount of student transfer out of the various attendance areas?

5. What are the problems and needs of low achieving students, and what are the potential solutions to these problems, as perceived by parents, teachers, and administrators involved in educational programs in Seattle Public Schools?

6. Which grade levels should be highest priority in receiving educational services?

*A list of the schools that make up each admininstrative area is in Appendix A.

Overview of the Report

Information compiled to answer the above questions includes analyses of Metropolitan Achievement Test (MAT) scores, poverty factors, transfer patterns, and responses to the "Educationally Disadvantaged Needs Assessment Survey".* These data are presented throughout this report in the sections on Procedure, Presentation of Data, Discussion, and Summary of Findings. Additional information from sources not included in this study is also included under Discussion.

*A copy of the survey may be found in Appendix B.

PROCEDURE

Description of Population and Sampling

Several groups are included in various aspects of this study. All students in Seattle Public Schools who scored in the lower three stanines in Math and/or Reading on the MAT in the Fall of 1976 are included in the sections on test score analysis.* Data on student transfers were collected on those students who changed their school enrollment between September 15, 1975, and May 15, 1976. Responses from the Educationally Disadvantaged Needs Assessment Survey are also included in this study.

Description of Data Sources

Data contained in this report were obtained from several sources. Following is a description of each source and a list of the tables and figures which are derived from that source.

Fall 1976 Lower Three Stanine Report. This computer report lists by school the number of students who scored in the lower three stanines of the Reading and Math computation subtests of the Fall 1976 MAT. (See Figures 1 and 2, and Tables 1 and 2.)

October 1, 1976, Classification Report. The report contains the number of students enrolled at each school as of October 1, 1976. (See Tables 1 and 2.)

Districtwide and Low Achieving MAT Data. This computer report summarizes, by ethnic group, data based on all the students who took the Fall 1976 MAT Reading and Math computation subtests, and those who scored in the lower three stanines on that test. (See Table 3.)

Educationally Disadvantaged Student MAT Data. This computer report summarizes data, including subtest percentile scores, on low achieving students by area, grade, sex, and ethnic group. (See Tables 4 and 5.)

EDS Poverty Profiles. This computer report contains the percentages of student poverty for each school attendance area based on the 1970 census figures. (See Table 5.)

*NOTE: For purposes of this study, this group of students scoring in the lower three stanines on the Fall 1976 MAT Reading and/or Math computation subtests, shall be referred to as "low achieving students".

State Form M-323, Seattle Public Schools Food Service Office. This report contains numbers of students currently listed on approved applications and those estimated to be eligible to receive free or reduced price lunches through the National School Lunch Program. (See Table 5.)

Transfer Report. Student Placement Office enrollment data of students who changed their permanent school location between September 15, 1975 and May 15, 1976. January 5, 1976 enrollment figures are used. (See Figures 3 and 4, and Tables 8 and 9.)

January 5, 1976 Classification Report. This report contains the number of students enrolled at each school as of January 5, 1976. (See Tables 6 and 7.)

Educationally Disadvantaged Needs Assessment Survey. This survey is included in Appendix B of this report. The survey was distributed to and completed by Seattle School District staff and administrators. It was also administered to parents attending the Compensatory Education Parents Advisory Committee meeting March 10, 1977. (See Tables 8 and 9.)

The following Evaluation Reports contributed additional information contained in the Summary of Findings section.

Evaluation Report 75-24, The Effect of ESEA Title I Reading Programs on the Reading Achievement of Underachieving Seattle High School Students.

Evaluation Reports 75-25 and 76-2, A Preliminary Study of the Educational and Demographic Factors that Affect the Reading and Mathematics Performance of Title I Students, Phase I and II.

Evaluation Report 76-3, Needs Assessment of Educationally Disadvantaged Students in Seattle.

Evaluation Report 77-1, A Second Year Study of the Educational and Demographic Factors that Affect the Reading and Mathematics Performance of Title I Students.

PRESENTATION OF DATA

Seattle's Geographic Concentration of Low Achieving Students (Reading Only)

The following maps present the concentration of low achieving Reading students in elementary (Figure 1) and junior high/middle schools (Figure 2) in Seattle.

Figure 1 indicates that the highest concentrations of low achieving elementary students are in the Central and Beacon Hill-Rainier Valley areas of Seattle. In addition there appears to be significant groups in West Seattle and Ballard. Of these impacted areas, the magnitude of low achievement is most severe in the Central Area and Rainier Valley. High Point and Rainier View also stand out as more severely disadvantaged educationally than surrounding schools in their areas. For the most part, Queen Anne and the northern areas of Seattle (except Ballard) have fewer low achievers than the national norms.*

Figure 2 presents a similar overview of low achievers in Reading at the junior high/middle school grade levels. Concentrations of low achievers are found in the southern part of Seattle and in the north (except Thomson Junior High).

Low achieving Math students tend to be concentrated in the same geographic areas.

Low Achieving Students By School

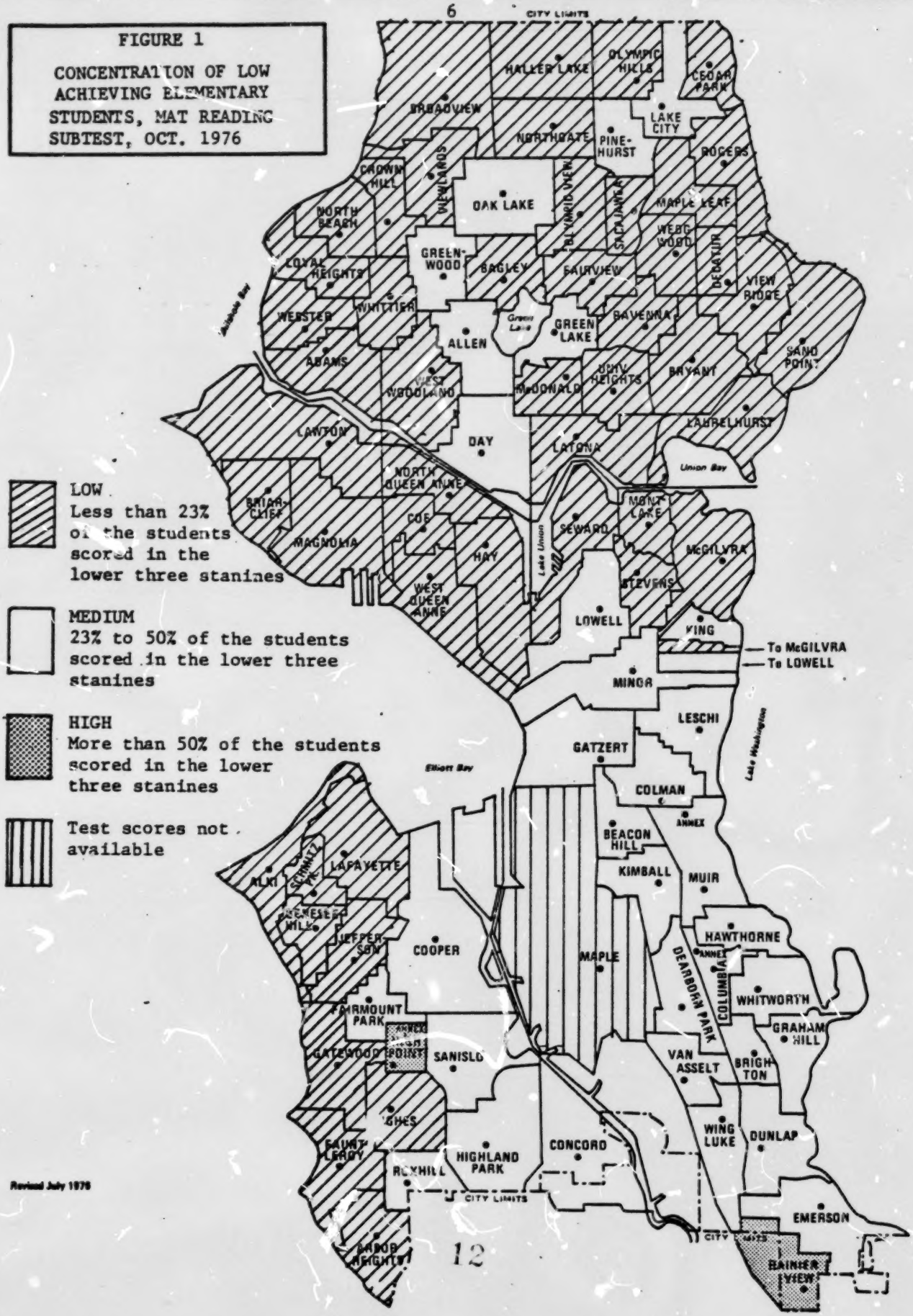
Tables 1 and 2 present the percent and projected number of low achieving students in each school. Table 1 displays the data for the elementary schools; Table 2 displays it for the junior high/middle schools. The percent figure represents the actual percent of students who scored in the lower three stanines; the number figure represents a projected number of low achievers for each school. Because students were not tested in odd numbered grades, it was not possible to get a direct count of low achievers. The projected number was computed by multiplying the proportion of low achievers in the grades tested by the school's total enrollment as of October, 1976.

READING represents those who scored low on the Reading subtest; MATH represents those who scored low on the Math computation subtest. READING and/or MATH represents those scoring low in Reading, or low in Math, or low in both. No student was counted twice in the latter category.

*NOTE: 23% of the students tested nationally scored in the lower three stanines.

FIGURE 1

CONCENTRATION OF LOW ACHIEVING ELEMENTARY STUDENTS, MAT READING SUBTEST, OCT. 1976



LOW
Less than 23% of the students scored in the lower three stanines

MEDIUM
23% to 50% of the students scored in the lower three stanines

HIGH
More than 50% of the students scored in the lower three stanines

Test scores not available

Revised July 1976

FIGURE 2

CONCENTRATIONS OF LOW ACHIEVING JUNIOR HIGH AND MIDDLE SCHOOL STUDENTS, MAT READING SUBTEST, OCT. 1976

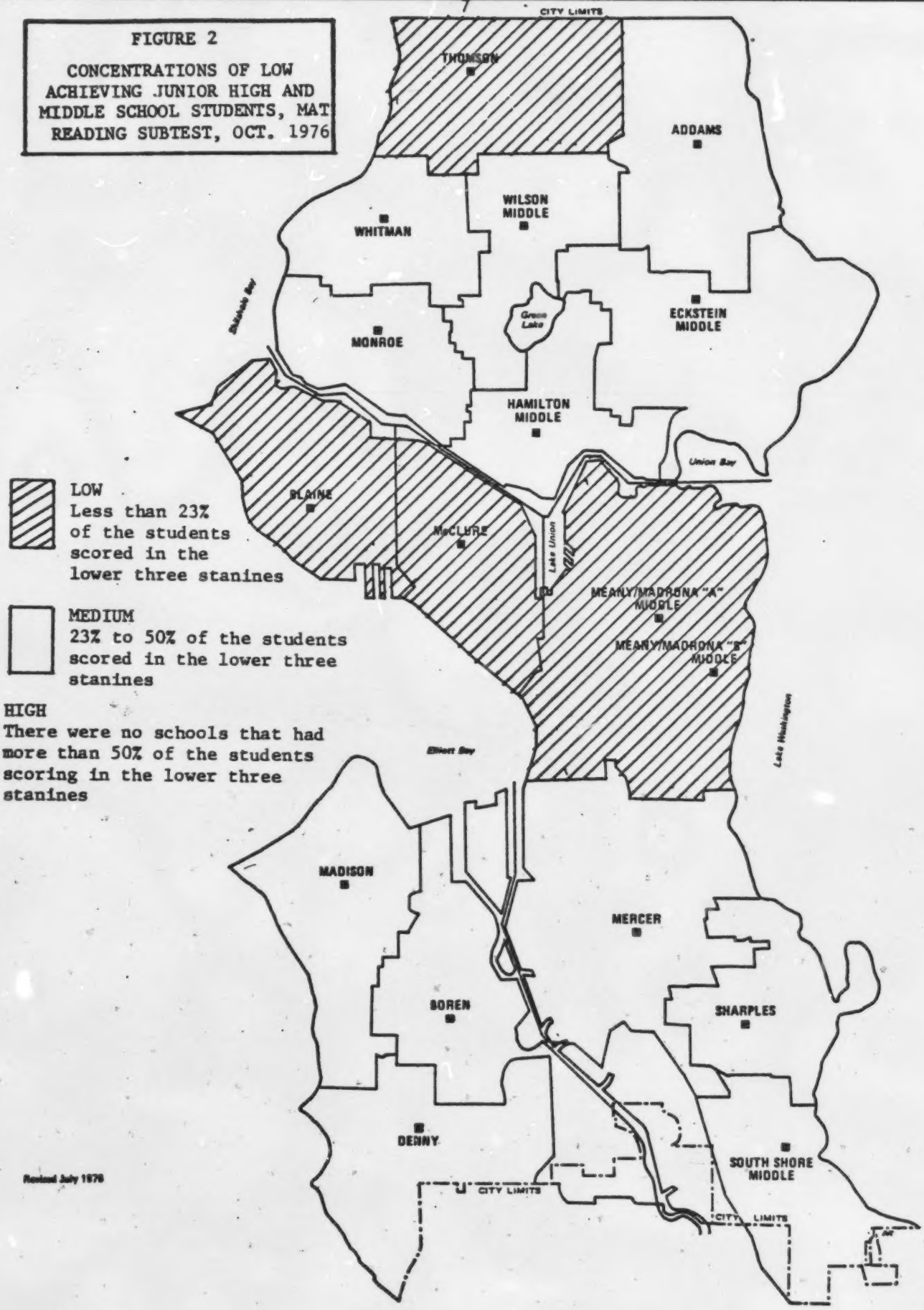


TABLE 1

PERCENT AND PROJECTED NUMBER OF LOW ACHIEVING STUDENTS
BY SCHOOL
OCTOBER, 1976

ELEMENTARY SCHOOLS

School	Enrollment	Reading		Math		Reading &/or Math	
		N	%	N	%	N	%
Adams	372	82	22	126	34	164	44
Alki	166	37	22	38	23	55	33
Allen	347	87	25	125	36	160	46
Arbor Heights	532	90	17	133	25	170	32
Bagley	331	60	18	73	22	103	31
Beacon Hill	357	111	31	104	29	157	44
Briarcliff	335	17	5	30	9	40	12
Brighton	344	134	39	151	44	196	57
Broadview	515	67	13	155	30	175	34
Bryant	332	66	20	129	39	140	42
Cedar Park	213	15	7	34	16	40	19
Coe	349	63	18	122	35	147	42
Colman	353	173	49	208	59	244	69
Columbia	302	130	43	157	52	199	66
Concord	187	69	37	80	43	95	51
Cooper	334	127	38	167	50	200	60
Crown Hill	244	49	20	66	27	85	35
Day	396	123	31	139	35	206	52
Dearborn Park	511	189	37	245	48	271	53
Decatur	320	22	7	38	12	54	17
Dunlap	368	151	41	162	44	217	59
Emerson	338	95	28	176	52	196	58
Fairmount Park	353	106	30	85	24	148	42
Fairview	213	28	13	36	17	49	23
Fauntleroy	301	48	16	57	19	81	27
Gatewood	397	64	16	44	11	91	23
Gatzert	387	174	45	178	46	244	63
Genesse Hill	280	36	13	73	26	90	32
Graham Hill	263	89	34	79	30	121	46
Green Lake	223	56	25	62	28	87	39
Greenwood	376	90	24	128	34	165	44
Haller Lake	326	52	16	88	27	95	29
Hawthorne	249	65	26	85	34	102	41
Hay	320	26	8	67	21	70	22
High Point	174	97	56	75	43	122	70
Highland Park	658	165	25	178	27	243	37
Hughes	437	83	19	135	31	170	39
Jefferson	327	69	21	128	39	147	45
Kimball	434	122	28	122	28	174	40
King	334	100	30	77	23	144	43
Lafayette	590	89	15	112	19	165	28
Lake City	319	83	26	80	25	124	39
Latona	194	23	12	52	27	60	31

TABLE 1 Cont.

School	Enrollment	Reading		Math		Reading &/or Math	
		N	%	N	%	N	%
Laurelhurst	366	44	12	55	15	77	21
Lawton	341	51	15	92	27	116	34
Leschi	414	182	44	211	51	244	59
Lowell	276	69	25	44	16	83	30
Loyal Heights	241	12	5	63	26	65	27
Madrona	867	199	23	312	36	381	44
Magnolia	420	13	3	63	15	67	16
Maple*	419	---	---	---	---	---	---
Maple Leaf	291	41	14	52	18	70	24
McDonald	265	48	18	77	29	93	35
McGilvra	181	38	21	36	20	52	29
Minor	502	241	48	241	48	301	60
Montlake	223	16	7	38	17	47	21
Muir	541	168	31	189	35	271	50
North Beach	288	40	14	78	27	95	33
N Queen Anne	247	49	20	69	28	91	37
Northgate	230	21	9	87	38	87	38
Oak Lake	343	82	24	120	35	147	43
Olympic Hills	360	43	12	130	36	137	38
Olympic View	204	31	15	43	21	53	26
Pinehurst	269	67	25	75	28	108	40
Rainier View	183	101	55	92	50	128	70
Ravenna	371	63	17	82	22	122	33
Rogers	354	32	9	117	33	124	35
Roxhill	352	95	27	120	34	158	45
Sacajewea	213	34	16	77	36	89	42
Sand Point	208	27	13	40	19	50	24
Sanislo	234	101	43	91	39	131	56
Schmitz Park	243	34	14	70	29	83	34
Seward	221	18	8	38	17	44	20
Stevens	426	85	20	124	29	149	35
Univ. Heights	133	13	10	16	12	25	19
Van Asselt	588	282	48	276	47	359	61
View Ridge	322	39	12	45	14	55	17
Viewlands	322	64	20	106	33	132	41
Webster	359	72	20	86	24	122	34
Wedgewood	348	38	11	111	32	118	34
W Queen Anne	218	20	9	50	23	59	27
West Woodland	560	118	21	179	32	218	39
Whittier	471	89	19	137	29	174	37
Whitworth	546	175	32	218	40	284	52
Wing Luke	304	122	40	137	45	167	55
Totals	28,965	6,699	23	8,886	31	11,382	39

*Test results not available

(District) (Average) (District) (Average) (District) (Average)

TABLE 2

PERCENT AND PROJECTED NUMBER OF LOW ACHIEVING STUDENTS
BY SCHOOL
OCTOBER, 1976

JUNIOR HIGH/MIDDLE SCHOOLS

School	Enrollment	Reading		Math		Reading &/or Math	
		N	%	N	%	N	%
Addams	1,333	320	24	293	22	440	33
Blaine	500	30	6	45	9	60	12
Boren	597	287	48	143	24	340	57
Denny	1,135	261	23	272	24	409	36
Eckstein	971	252	26	330	34	398	41
Hamilton	639	166	26	262	41	307	48
Madison	1,071	311	29	353	33	482	45
McClure	598	96	16	138	23	163	27
Meany	779	148	19	226	29	265	34
Mercer	1,243	410	33	360	29	572	46
Monroe	844	287	34	295	35	414	49
Sharples	832	308	37	241	29	383	45
South Shore	888	311	35	364	41	453	51
Thomson	741	156	21	126	17	200	27
Whitman	744	268	36	260	35	379	51
Wilson	509	137	27	214	42	244	48
Totals	13,424	3,748	28 (District Average)	3,922	29 (District Average)	5,507	41 (District Average)

Low Achieving Students by Ethnic Group and Subject

Table 3 presents an ethnic breakdown* of all students tested with the Fall 1976 MAT Reading and Math computation subtests. It compares the total tested population with the population scoring in the lower three stanines. In Reading, Black, Hispanic, Indian and Other Asian students are over-represented in the lower three stanines; White and Japanese students are under-represented. In Math, Black, Hispanic and Indian students are over-represented in the lower three stanines; White, Chinese, Filipino and Japanese students are under-represented.

TABLE 3

Percent of Ethnic Breakdown of Students by Subject in the Total MAT Fall 1976 Tested Population and in the Lower Three Stanine Population

Ethnic Group	Percent Reading Students		Percent Math Students	
	Total Tested Population	Lower Three Stanine Pop.	Total Tested Population	Lower Three Stanine Pop.
White	54.5	37.5	55.6	44.5
Black	18.3	34.8	18.3	31.7
Hispanic	3.4	5.5	3.4	5.1
Chinese	2.8	2.2	2.8	.9
Filipino	2.5	2.6	2.5	1.8
Indian	2.4	3.6	2.5	3.7
Japanese	2.1	.5	2.1	.6
Other Asian	1.5	3.0	1.6	1.6
Unidentified**	12.6	10.3	11.0	10.2

Low Achieving Students by Administrative Area, Grade, and Sex

Table 4 indicates the number of low achieving students in Reading and Math for each area in the District, by grade, sex, and ethnic distribution. The largest numbers of low achieving students are located in areas that currently are most actively participating in Title I compensatory education programs. Of the students performing in the lower three stanines, males are over-represented (i.e., 51% of the total District population is male; however, 57% of the low achieving population is male). Reading and Math students combined, there appears to be slightly fewer low achievers at the second grade level than at any other grade level.

*A definition of ethnic categories used in this study may be found in Appendix C.

**The unidentified ethnic group contains mostly non-public school students who are not assigned ethnic codes.

corrected

TABLE 4

NUMBER OF LOW ACHIEVING STUDENTS BY SUBJECT, AREA, GRADE, SEX AND ETHNIC GROUP*
OCTOBER, 1976

Administrative Area	GRADE				SEX		ETHNIC GROUP								Total
	2	4	6	8	M	F	B	C	F	I	J	H	W	OA	
READING															
Ballard	60	73	37	166	204	132	15	1	5	25	0	8	276	6	336
Rainier Beach	107	88	81	72	190	158	186	0	15	6	3	20	113	5	348
Cleveland	94	120	82	151	261	186	196	66	26	19	4	39	70	27	447
Hale	57	50	46	107	154	106	38	1	4	7	1	9	189	11	260
West Seattle	48	55	34	100	148	89	4	1	0	6	1	7	216	2	237
Ingraham	41	55	53	110	165	94	50	1	5	13	0	17	170	3	259
Sealth	122	115	98	147	295	187	49	0	6	23	2	46	33	22	482
Lincoln	59	47	42	66	131	83	61	0	5	10	1	8	121	8	214
Queen Anne	36	30	31	36	78	55	9	1	9	9	2	2	98	3	133
Franklin	84	101	69	110	214	150	219	5	18	11	4	33	59	15	364
Roosevelt	54	35	53	82	133	91	9	0	0	7	2	9	115	1	224
Garfield	153	185	116	68	299	223	381	10	2	20	5	26	65	13	522
Total	915	954	742	1215	2272	1554	1298	86	95	156	25	224	1826	116	3826
MATH															
Ballard	57	130	78	167	242	190	16	1	3	27	1	15	367	2	432
Rainier Beach	108	143	113	72	236	200	205	3	17	10	8	18	168	7	436
Cleveland	101	135	105	126	248	219	221	34	21	22	5	47	102	15	467
Hale	42	130	125	97	217	157	37	3	3	16	0	10	301	4	374
West Seattle	50	85	76	109	175	145	7	0	0	7	0	7	298	1	320
Ingraham	54	111	113	119	245	152	60	0	5	17	1	20	290	4	397
Sealth	102	182	157	145	310	276	63	0	7	44	1	61	399	11	586
Lincoln	59	99	73	78	168	141	77	2	9	10	3	16	186	6	309
Queen Anne	33	102	66	55	125	131	9	0	9	13	3	9	212	1	256
Franklin	96	144	101	69	229	181	244	5	14	13	1	29	82	22	410
Roosevelt	47	80	93	93	169	144	115	0	0	9	2	10	177	0	313
Garfield	140	227	188	85	347	293	427	4	4	21	5	28	145	6	640
Total	889	1548	1288	1215	2711	2229	1481	52	92	209	30	270	2727	79	4940
Grand Total	1804	2502	2030	2430	4983	3783	2779	138	187	365	55	494	4553	195	8766

* Students with an unidentified ethnic code are not included in these figures.

MAT Mean Percentile Scores and Poverty Indicators of Low Achieving Students By Grade and Administrative Area

Table 5 presents the Reading and Math Computation mean percentile of low achievers by grade for each area in the District. The areas are ranked in order of the percent of poverty (according to the 1970 census data) of high school students living in the grouped attendance area. The percent of students receiving free or reduced price lunches through the National School Lunch Program is also presented in this table.

Computations of correlations between the poverty indicators and academic achievement were as follows:

- Percent of Poverty correlated with Reading achievement at -.73
- Percent of Poverty correlated with Math achievement at -.77
- Percent Free Lunch correlated with Reading achievement at -.91
- Percent Free Lunch correlated with Math achievement at -.82.

These high correlations imply that of the students performing in the lower three stanines, there is a strong relationship between socio-economic level and academic achievement.

Table 5 also shows that the mean percentile scores for Reading students generally tend to improve in the early years, from second grade to fourth grade, where they are highest, and then decline gradually from fourth grade to eighth grade. Similarly, Math mean percentile scores are also highest at the elementary grade levels (second grade specifically) and lowest at the eighth grade level. These Reading and Math test score patterns indicate that both Reading and Math mean percentile scores of low achieving students are lower in the later grades than in the earlier grades.

Transfer Concentrations

Figures 3 and 4 (elementary and junior high/middle schools) show the degree of transfer among students in Seattle Public Schools' attendance areas. Transfer is defined as any permanent move from a school building assignment between September 15, 1975 and May 15, 1976 which was processed through the Student Placement Office. The particular dates above were chosen to exclude the beginning and end of the year enrollment transfers. This eliminates all normal mobility such as a sixth grade elementary student transferring to a seventh grade junior high school.

Figure 3 indicates that mobility is highest among elementary school students in the Central, Beacon Hill-Rainier Valley, West Seattle, and Ballard areas. Among junior high/middle school students (Figure 4), the greatest amounts of mobility are concentrated in the central part of the north end and southwest part of the city.

TABLE 5

AREA POVERTY INDICATORS AND OCTOBER, 1976 MAT READING AND MATH COMPUTATION MEAN PERCENTILES OF LOW ACHIEVING STUDENTS BY AREA AND GRADE

Administrative Area	% Poverty*	% Free Lunch**	Mean Percentile-Reading				Mean Percentile-Math			
			2	4	6	8	2	4	6	8
Garfield	17.9	49.5	9.9	11.7	10.0	10.4	13.0	8.2	10.9	9.1
Cleveland	15.5	50.7	7.9	10.0	11.2	10.8	12.7	8.1	12.3	10.2
Franklin	10.9	50.1	8.3	11.1	10.4	11.4	14.4	7.7	11.6	10.6
Sealth	9.0	30.6	10.0	12.2	11.6	13.5	14.6	10.3	10.9	10.2
Ballard	8.8	22.2	10.7	12.6	9.7	12.7	16.5	10.5	12.2	11.1
Lincoln	8.7	36.2	8.9	14.1	12.8	10.8	12.9	11.2	12.2	9.3
Rainier Beach	7.5	40.7	9.5	12.3	9.7	11.9	14.1	8.7	10.9	9.5
Ingraham	6.8	19.6	8.9	13.3	11.6	11.9	16.2	9.2	11.9	9.7
West Seattle	5.2	14.8	9.7	12.9	13.9	12.8	15.5	11.2	12.7	10.5
Queen Anne	4.9	10.3	10.2	13.8	12.8	12.5	14.9	11.0	11.3	11.3
Roosevelt	4.6	19.6	8.0	13.3	12.4	11.8	14.6	11.5	10.3	9.8
Hale	3.7	17.0	8.4	13.9	13.3	12.0	15.3	11.0	10.8	10.3

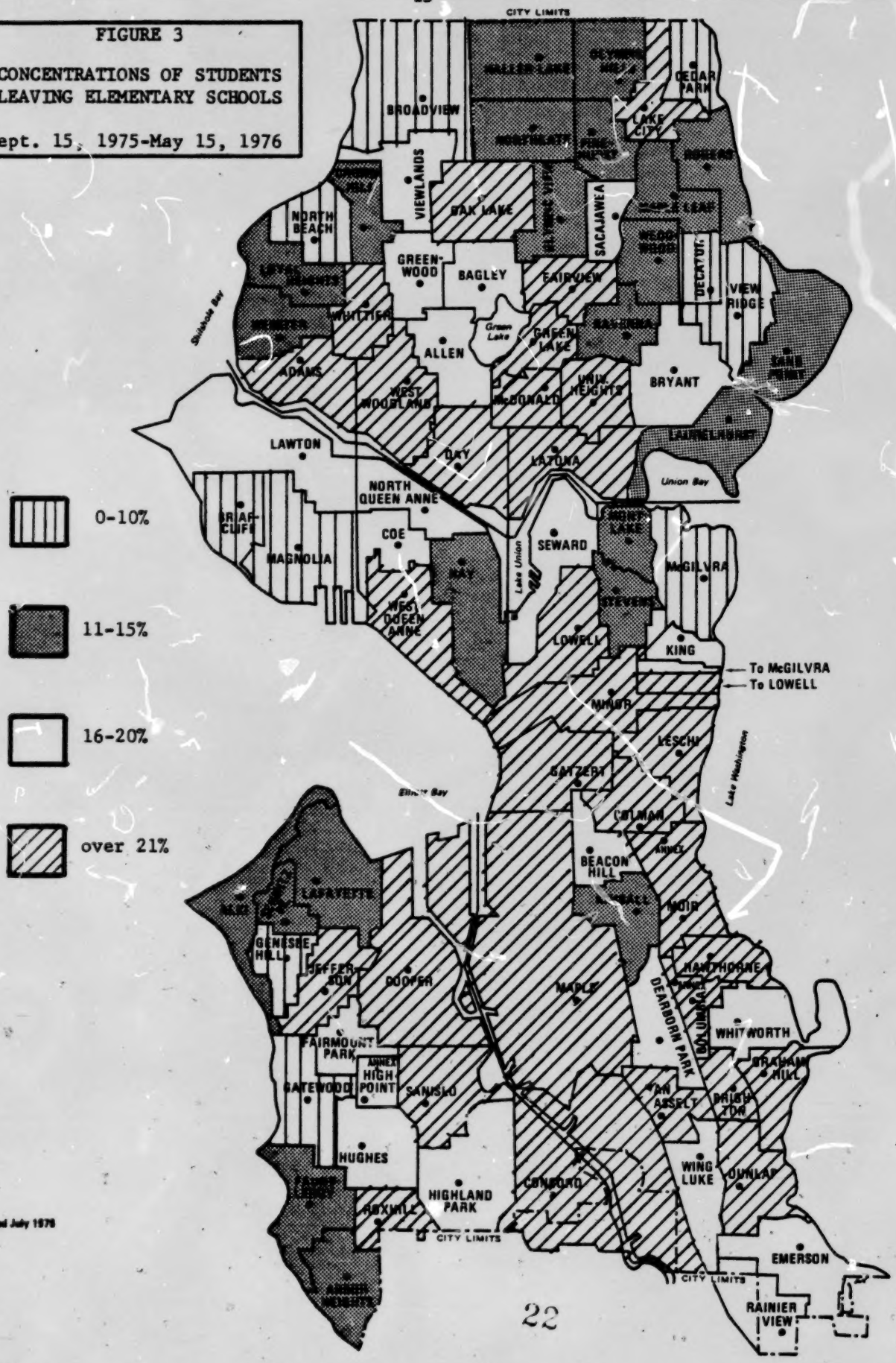
*Poverty of high school students living in attendance areas

**Students receiving free or reduced price lunches

FIGURE 3

CONCENTRATIONS OF STUDENTS LEAVING ELEMENTARY SCHOOLS

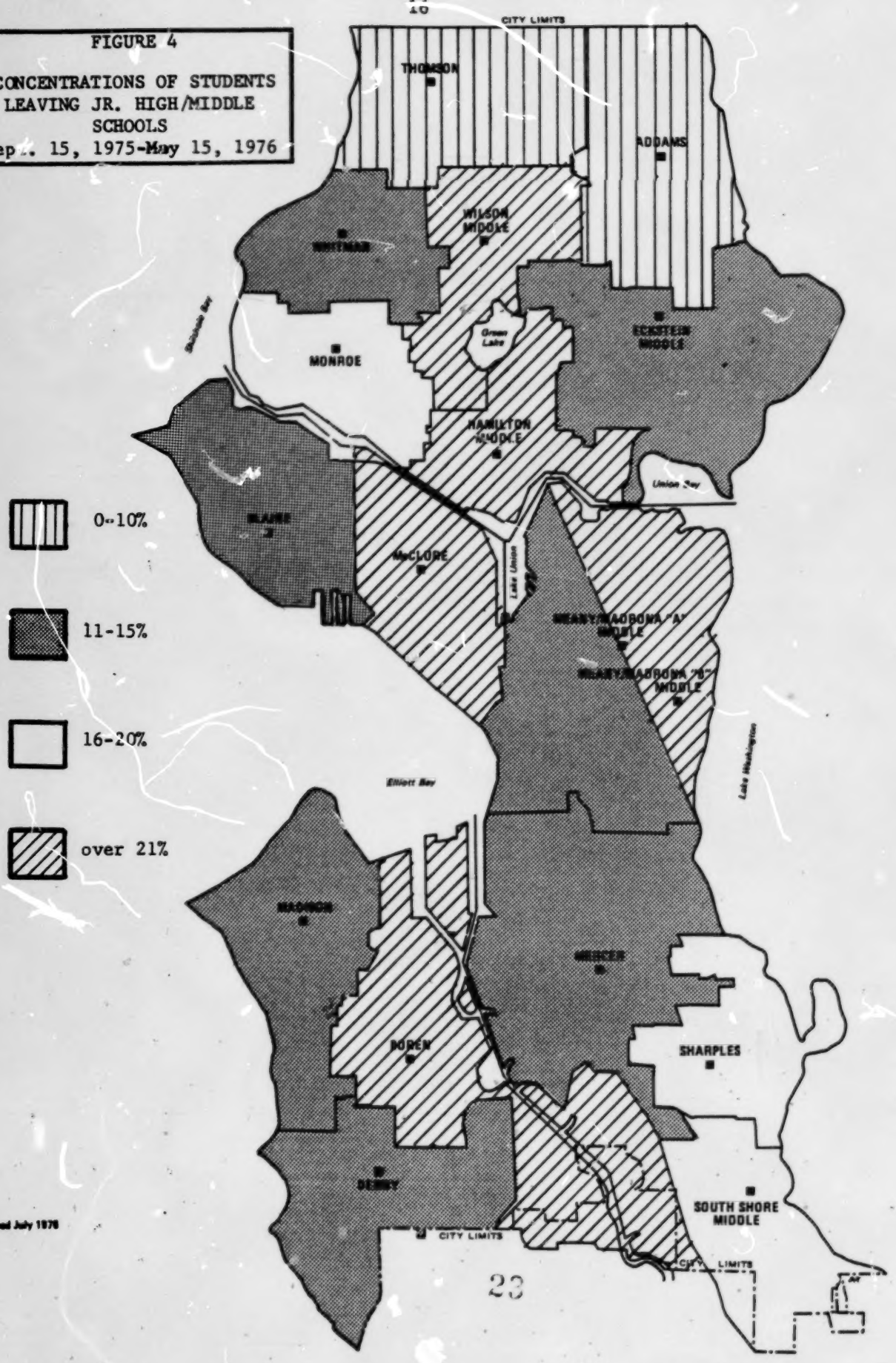
Sept. 15, 1975-May 15, 1976



Revised July 1976

FIGURE 4

CONCENTRATIONS OF STUDENTS LEAVING JR. HIGH/MIDDLE SCHOOLS
Sep[illegible]. 15, 1975-May 15, 1976



Revised July 1976

Tables 6 and 7 present the number of students transferring out of Seattle school buildings between September 15, 1975 and May 15, 1976, and the percent of mobility for each school. Dunlap, Greenlake, High Point, Lowell, and Sanislo have the highest mobility rates among elementary schools; Briarcliff, Broadview, Cedar Park, Genessee Hill, and North Beach have the lowest. Among junior high/middle schools, Boren has the highest mobility; Addams has the lowest.

Educationally Disadvantaged Needs Assessment Survey Results

The intent of the Educationally Disadvantaged Needs Assessment Survey (refer to Appendix B) was to determine low achieving students' needs and possible solutions, as perceived by various people involved in education of Seattle Public School children. The survey was administered to administrators, parents (Compensatory Education Parent Advisory Committee Members), and staff in March, 1977. Of the 142 surveys sent to administrators, 89 were returned, parents returned 16 out of 30, and staff members returned 204 of the 350 sent to them, yielding a total of 309 returns (59%) out of 522.

Respondents were asked to identify the most serious and least serious problems of low achievers, the most helpful and least helpful possible solutions, and to indicate which grade level they thought needed greatest compensatory education efforts. The answers were tabulated and a rank order was determined for each question. Then the rankings for each group were averaged to determine the overall average rank. Tables 8 and 9 show each group's average ranked answers.

Perceived Problems of Low Achieving Students:

The survey first asked respondents to identify the three most serious and the three least serious problems of low achieving students. As shown on Table 8, all groups of respondents identified self-esteem, attitude toward school, and reading as the number one, two and three most serious problems, respectively. Health, getting along with others, and attendance and tardiness were thought by most groups to be less of a problem among low achievers. The parents thought conforming to class and school rules was also not a problem.

Perceived Possible Solutions:

The second section of the survey asked respondents to identify the five most helpful and the five least helpful solutions to problems of low achieving students. The average rank column on Table 9 indicates that respondents to the Needs Assessment Survey thought the best solutions to the problems of low achieving students would be to: 1) Decrease the number of disadvantaged pupils per teacher; 2) Increase individual assessment of skill weaknesses; 3) Improve procedures for selection of staff; 4) Provide adequate facilities; and 5) Increase communications with

TABLE 6

NUMBER AND PERCENT OF STUDENTS TRANSFERRING OUT OF SEATTLE PUBLIC SCHOOL BUILDINGS BETWEEN SEPTEMBER 15, 1975 AND MAY 15, 1976

Elementary Schools

School	Enrollment*	No. Transferring	Percent Mobility
Adams	392	86	21.9
Alki	214	32	15.0
Allen	356	58	16.3
Arbor Heights	527	75	14.2
Bagley	375	68	18.1
Beacon Hill	375	77	20.5
Briarcliff	338	15	4.4
Brighton	345	78	22.6
Broadview	561	31	5.5
Bryant	375	65	17.3
Cedar Park	240	18	7.5
Coe	358	71	19.8
Colman	324	82	25.3
Columbia	319	83	26.0
Concord	237	61	25.7
Cooper	355	105	29.6
Crown Hill	268	40	14.9
Day	409	100	24.4
Dearborn Park	489	85	17.4
Decatur	309	27	8.7
Dunlap	371	130	35.0
Emerson	394	62	15.7
Fairmount Park	378	63	16.7
Fairview	236	53	22.5
Fauntleroy	325	43	13.2
Gatewood	426	34	8.0
Gatzert	406	100	24.6
Genesse Hill	310	21	6.8
Graham Hill	276	59	21.4
Green Lake	236	81	34.3
Greenwood	380	65	17.1
Haller Lake	376	53	14.1
Hawthorne	265	63	23.8
Hay	366	55	15.0
High Point	243	77	31.7
Highland Park	671	126	18.8
Hughes	447	85	19.0
Jefferson	362	74	20.4
Kimball	430	46	10.7
King	359	56	15.6
Lafayette	630	89	14.1
Lake City	333	71	21.3
Latona	185	46	24.9
Laurelhurst	373	48	12.9

TABLE 6 Cont.

School	Enrollment*	No. Transferring	Percent Mobility
Lawton	363	74	20.4
Leschi	445	105	23.6
Lowell	262	83	31.7
Loyal Heights	272	36	13.2
Madrona	825	98	11.9
Magnolia	442	39	8.8
Maple	412	94	22.8
Maple Leaf	301	34	11.3
McDonald	319	76	23.8
McGilvra	201	20	10.0
Minor	475	123	25.9
Montlake	239	30	12.6
Muir	545	123	22.6
North Beach	303	23	7.6
North Queen Anne	287	45	15.7
Northgate	277	34	12.3
Oak Lake	357	102	28.6
Olympic Hills	380	55	14.5
Olympic View	238	32	13.4
Pinehurst	278	36	12.9
Rainier View	172	32	18.6
Ravenna	367	51	13.9
Rogers	392	46	11.7
Roxhill	351	76	21.7
Sacajewea	213	42	19.7
Sand Point	222	31	14.0
Sanislo	312	109	34.9
Schmitz Park	265	27	10.2
Seward	246	42	17.1
Stevens	335	46	13.7
University Hgts	179	52	29.1
Van Asselt	619	131	21.2
View Ridge	291	27	9.3
Viewlands	368	68	18.5
Webster	369	52	14.1
Wedgewood	332	45	13.6
West Queen Anne	252	56	22.2
West Woodland	630	133	21.1
Whittier	515	107	20.8
Whitworth	564	94	16.7
Wing Luke	331	65	19.6
Totals	30,490	5,451	17.9 (District Average)

*Enrollment as of January 5, 1976

TABLE 7

NUMBER AND PERCENT OF STUDENTS TRANSFERRING OUT OF SEATTLE PUBLIC SCHOOL BUILDINGS BETWEEN SEPTEMBER 15, 1975 AND MAY 15, 1976

JUNIOR HIGH/MIDDLE SCHOOLS

School	Enrollment*	No. Transferring	Percent Mobility
Addams	1411	127	9.0
Blaine	579	59	10.2
Boren	645	170	26.4
Denny	1198	141	11.8
Eckstein	1155	157	13.6
Hamilton	673	141	21.0
Madison	1224	139	11.4
McClure	587	132	22.5
Meany	839	204	24.3
Mercer	1240	148	11.9
Monroe	892	170	19.1
Sharples	836	141	16.9
South Shore	1080	165	15.3
Thomson	822	82	10.0
Whitman	767	85	11.1
Wilson	690	161	23.3
Totals	14,638	2,222	15.2 (District Average)

*Enrollment as of January 5, 1976

TABLE 8

RESPONDENTS PERCEPTIONS* BY RANK ORDER OF THE THREE MOST SERIOUS AND THE THREE LEAST SERIOUS PROBLEMS OF EDUCATIONALLY DISADVANTAGED STUDENTS

Problem	Administrator	Parent	Staff	Average Rank**
Three Most Serious Problems				
Self-esteem	1	1	1	1
Attitude Toward School	2	2	2	2
Reading	3	3	3	3
Three Least Serious Problems				
Attendance and Tardiness	3	1	3	3
Conforming to Class and School Rules	-	3	-	-
Getting Along with Others	2	2	2	2
Health	1	-	1	1

*Each column shows the average response, as perceived by each group of respondents.
**Average rank represents the average of the groups' responses.

TABLE 9

RESPONDENTS PERCEPTIONS* BY RANK ORDER OF FIVE POSSIBLE SOLUTIONS THAT WOULD BE MOST HELPFUL AND LEAST HELPFUL IN MEETING THE NEEDS OF EDUCATIONALLY DISADVANTAGED STUDENTS

Possible Solution	Administrator	Parent	Staff	Average Rank**
Five Most Helpful Solutions				
Decrease the Number of Disadvantaged Pupils Per Teacher	1	-	1	1
Improve Procedures for Selection of Staff	3	3	-	3
Provide Adequate Facilities	-	1	-	4
Increase Communications with the Home	-	2	5	5
Increase Individual Assessment of Skill Weaknesses	2	3	2	2
Increase Tutorial Help	-	-	3	
Improve Interpersonal Communication Skills Among Students and Staff	5	-	-	
Provide Incentive to Reduce Staff Turnover	-	4	-	
Increase Amount and Variety of Supplies and Materials	-	5	-	
Increase Counseling Service	5	-	-	
Increase Training for Teachers	4	-	4	
Five Least Helpful Solutions				
Encourage Parents to Visit the Classroom	3	-	3	
Provide Adequate Facilities	2	5	5	2
Provide Incentives to Reduce Staff Turnover	4	-	1	3
Increase Contact with Able Learners	1	2	2	1
Increase Discipline	5	1	-	5
Increase Emphasis on Program Evaluation	-	3	3	4
Increase Amount and Variety of Supplies and Materials	-	4	4	

* Each column shows the average response, as perceived by each group of respondents

**Average ranks represent the average of the groups' responses.

the home. The least helpful solution, according to the consensus of opinion, was to increase contact with able learners.

Perceived Grade Level Emphasis:

The last survey questions asked the respondents what grade level needed the greatest amount and the least amount of compensatory education. All groups of respondents agreed that the greatest compensatory education effort is needed at the elementary level, grades 1-3, and the least effort is needed at the high school level, grades 9-12.

DISCUSSION

After analyzing the interrelationships among the various data presented in this report, significant patterns become clear.

Certain geographic areas stand out throughout the study as centers of extreme low achievement. The most pronounced concentrations exist in the area extending from the Central District through the Beacon Hill-Rainier Valley area, and in some parts of West Seattle and Ballard. These areas are also the areas designated as having the highest level of poverty (percent free lunch and percent poverty). As noted earlier, the correlations between the poverty indicators and academic achievement are significantly high. This implies there is a strong relationship between the concentration of low achieving students, the degree of low achievement and the poverty level of a given area.

Analyzing achievement test scores (Tables 4 and 5) in relation to grade level indicates the following: 1) There are fewer low achievers at the second grade level than the other grades; 2) The number of low achieving students increases from second grade to eighth grade; 3) The Reading and Math mean percentile scores of low achieving students tend to decrease in the higher grades. These patterns imply that low achieving students are leaving the elementary level inadequately prepared with basic academic skills to successfully cope with the increased demands of secondary level schools. One way to better prepare elementary students with basic academic skills is to concentrate compensatory education programs at the elementary grade level. Respondents to the Needs Assessment Survey also thought elementary grade levels needed the most compensatory education service.

Transfers among Seattle's students appear to be concentrated in much the same areas noted above, being highest in those areas where low achievement and poverty are most extreme. This is a problem that has frequently been mentioned to evaluators during observation visits by principals and teachers who work with Title I programs for low achieving students. The distinct patterns of movement noted among mobile students indicate that this is a problem that might be addressed by coordination among schools in the Central, Beacon Hill-Rainier Valley, West Seattle, and Ballard areas.

Although the Needs Assessment Survey clearly identified some perceived problem areas and possible solutions, there are several important discrepancies among respondents' solutions to problems of low achieving students. Analysis of these discrepancies (refer to Table 9), indicates that administrators and staff emphasize solutions that increase the

quantity or improve the quality of the staff. Parents emphasize solutions directly relating to themselves or their children. The following discussion demonstrates this difference.

Administrators and/or staff indicated that decreasing the number of disadvantaged pupils per teacher, increasing tutorial help, and increasing counseling services would be possible solutions to improving the skills of low achievers. These solutions would increase the number of staff. These solutions were not ranked as helpful by parents. Administrators and/or staff also indicated that improving procedures for selection of staff, improving interpersonal communication skills among students and staff, and increasing training for teachers would be helpful solutions. These solutions would help improve the quality of the teaching staff. On the other hand, parents did not think these solutions would be helpful in solving problems of low achievers. Some parents indicated that providing adequate facilities and increasing the amount and variety of supplies and materials would be helpful solutions. These solutions would directly impact their children. Parents also indicated that increasing communication with the home would be helpful--a solution directly relating to themselves. Most administrators and staff did not think this would help solve problems of low achieving students. Administrators and staff placed a low priority on encouraging parents to visit the classroom as a possible helpful solution.

Given the differences in perceptions of the problems themselves and solutions to the problems of low achieving students among staff and administrators on the one hand and parents on the other, it would seem advisable to work towards improvement of communications between them. A more common perception of the nature of and solutions to the problems of low achieving students would likely result in more coordinated efforts in helping low achieving students.

SUMMARY OF FINDINGS

1976-77 School Year

By analyzing data presented in this report, the following findings are evident:

1. High concentrations of low achieving students attend schools in the Central and Beacon Hill-Rainier Valley areas and in some parts of Ballard and West Seattle.

2. There are more students scoring in the lower three stanines in Math than in Reading.

3. There are slightly fewer low achievers at the lower grade levels (second and fourth) than at the higher grade levels (sixth and eighth).

4. Of the students performing in the lower three stanines, males are over-represented (i.e., 51% of the total District population is male; however, 57% of the low achieving population is male).

5. Black, Hispanic, Indian and Other Asian students are over-represented in the lower three stanines in Reading, with respect to the ethnic distribution of the total tested population; White and Japanese students are under-represented.

6. Black, Hispanic and Indian students are over-represented in the lower three stanines in Math, with respect to the ethnic distribution of the total tested population; White, Chinese, Filipino and Japanese students are under-represented.

7. Areas that are high in poverty are also generally high in low achievement and conversely.

8. The lowest test scores occur in areas that are high in student mobility and poverty.

9. Both Reading and Math percentile scores of low achieving students are lower in later grades than the earlier grades.

10. According to all groups of Needs Assessment Survey respondents, the three most serious problems of low achieving students are self-esteem, attitude toward school, and reading.

11. The best solutions to problems of low achieving students, as perceived by the consensus of survey responses, are: 1) Decrease the number of disadvantaged pupils per teacher; 2) Increase individual assessment of skill weaknesses; 3) Improve procedures for selection of staff; 4) Provide adequate facilities; and 5) Increase communications with the home.

12. All respondents agreed that grades 1-3 should receive top priority for supplementary educational programs.

Summary of Past Evaluations. A review of past evaluations (Report Nos. 75-2, 75-24, 75-25, 76-2, 76-3, and 76-24) of Seattle compensatory programs indicates the following District needs:

- There is a need to serve children at the early grade levels where most achievement gains are possible.

- There is a need to emphasize instructional strategies that involve a high degree of teacher control, contact with regular students, intensive practice of skills and facts, and systems of both positive and negative reinforcement.

- A summer intervention program that merely maintained school year gains over the summer could produce dramatic improvements in long-term achievement. An intervention program that continued school year growth over the summer could raise the average Title I achievement level out of the underachiever category in two to three years.

- There is a need to expand the use of instructional methods and techniques that produce greatest academic success to those programs that have not been successful.

- There is a need to include a program component in compensatory programs to offset the academically negative influences of student mobility.

- There is a need for the District to continue and expand in-service Title I staff training, and to encourage staff to continue further training outside the District.

APPENDIX A

The make up of the administrative areas is as follows:

BALLARD AREA

Ballard
- Monroe
- Whitman
  - Adams
  - Crown Hill
  - Greenwood
  - Loyal Heights
  - North Beach
  - Webster
  - West Woodland
  - Whittier

CLEVELAND AREA

Cleveland
- Mercer
  - Beacon Hill
  - Concord
  - Dearborn Park
  - Kimball
  - Maple
  - Van Asselt

FRANKLIN AREA

Franklin
- Sharples
  - Brighton
  - Columbia
  - Graham Hill
  - Hawthrone
  - Muir
  - Whitworth

GARFIELD AREA

Garfield
- Madrona
- Meany
  - Colman
  - Gatzert
  - King
  - Leschi
  - Lowell
  - McGilvra
  - Minor
  - Montlake
  - Seward
  - Stevens

HALE AREA

Hale
- Addams
  - Cedar Park
  - Decatur
  - Lake City
  - Maple Leaf
  - Olympic Hills
  - Pinehurst
  - Rogers
  - Sacajawea
  - Wedgwood

INGRAHAM AREA

Ingraham
- Thomson
- Wilson
  - Broadview
  - Haller Lake
  - Northgate
  - Oak Lake
  - Olympic View
  - Viewlands

LINCOLN AREA

Lincoln
- Hamilton
  - Allen
  - Bagley
  - Day
  - Green Lake
  - Latona
  - McDonald

QUEEN ANNE AREA

Queen Anne
- Blaine
- McClure
  - Briarcliff
  - Coe
  - Hay
  - Lawton
  - Magnolia
  - North Queen Anne
  - West Queen Anne

RAINIER BEACH AREA

Rainier Beach
- South Shore
  - Dunlap
  - Emerson
  - Rainier View
  - Wing Luke

ROOSEVELT AREA

Roosevelt
- Eckstein
  - Bryant
  - Fairview
  - Laurelhurst
  - Ravenna
  - Sand Point
  - University Heights
  - View Ridge

SEATLH AREA

Sealth
- Boren
- Denny
  - Arbor Heights
  - Cooper
  - Fairmount Park
  - Fauntleroy
  - High Point
  - Highland Park
  - Huges
  - Roxhill
  - Sanislo

WEST SEATTLE AREA

West Seattle
- Madison
  - Alki
  - Gatewood
  - Genesee Hill
  - Jefferson
  - Lafayette
  - Schmitz Park

APPENDIX B

EDUCATIONALLY DISADVANTAGED NEEDS ASSESSMENT SURVEY

In order to make good decisions in planning compensatory programs, Seattle School District needs to collect information about the needs of students. As one who has been involved with compensatory programs, your perceptions of student and program needs are very important to the process of determining where emphasis should be placed to most effectively use available compensatory education resources. Please complete the following questionnaire and return it no later than March 18 to the Evaluation Office, Room 202 A & S Center so that your insight can be utilized.

1. What is your relationship to compensatory programs?

_____ Administrator

_____ Citizen

_____ Parent

_____ Staff

2. What are the greatest problems of educationally disadvantaged students?

Of the following problems, please select the three that you consider to be the most serious. Indicate by placing a 1 by the most serious, 2 by the second most serious, etc.

_____ attendance and tardiness

_____ attitude toward school

_____ conforming to class and school rules

_____ cooperation between home and school

_____ getting along with others

_____ health

_____ high mobility within a given school year

_____ mathematics

_____ reading

_____ self-esteem

_____ work habits

_____ other (specify)

3. What are the least serious problems of educationally disadvantaged students?

Of the following, please select the three least serious problems. Indicate by placing a 1 by the least serious, 2 by the second least serious, etc.

Problems relating to:

_____ attendance and tardiness

_____ attitude toward school

_____ conforming to class & school rules

_____ cooperation between home and school

_____ getting along with others

_____ health

_____ high mobility within a given school year

_____ mathematics

_____ reading

_____ self-esteem

_____ work habits

_____ other (specify)

4. What areas of concentration should compensatory education emphasize that would best help disadvantaged students?

Please select and prioritize the top five items that you think would best meet the needs of disadvantaged students. (1 = most beneficial to 5 = fifth most beneficial)

_____ decrease the number of disadvantaged pupils per teacher

_____ encourage parents to visit classrooms

_____ improve interpersonal communication skills among students and staff

_____ improve procedures for selection of staff

_____ provide adequate facilities

_____ provide incentives to reduce staff turnover

(Question #4 continued on next page)

Increase the following:

_____ amount and variety of supplies and materials

_____ communications with the home

_____ contact with able learners

_____ counseling services

_____ discipline

_____ emphasis on individual learning plans

_____ emphasis on program evaluation

_____ individual assessment of skill weaknesses

_____ support services

_____ training for teachers

_____ tutorial help

5. Which areas of concentration would be <u>least</u> helpful for educationally disadvantaged students?

Please select and prioritize five items you think would <u>least</u> meet the needs of these students. (1 = least helpful to 5 = fifth least helpful)

_____ decrease the number of disadvantaged pupils per teacher

_____ encourage parents to visit classrooms

_____ improve interpersonal communication skills among students and staff

_____ improve procedures for selection of staff

_____ provide adequate facilities

_____ provide incentives to reduce staff turnover

Increase the following:

_____ amount and variety of supplies and materials

_____ communications with the home

_____ contact with able learners

_____ counseling services

_____ discipline

_____ emphasis on individual learning plans

_____ emphasis on program evaluation

_____ individual assessment of skill weaknesses

_____ support services

_____ training for teachers

_____ tutorial help

6. At what grade level is the greatest compensatory education effort needed?

_____ preschool

_____ kindergarten

_____ grades 1-3

_____ grades 4-6

_____ grades 7 & 8

_____ grades 9-12

7. At what grade level is the least amount of compensatory education effort needed?

_____ preschool

_____ kindergarten

_____ grades 1-3

_____ grades 4-6

_____ grades 7 & 8

_____ grades 9-12

Thank you for completing this survey. Your assistance is appreciated.

APPENDIX C

Ethnic Breakdown

The nine ethnic groups used in this report are comprised of the following specific ethnic categories:

BLACK (B)

BLACK - A person whose ancestors came from any of the original Black people of Africa.

CHINESE (C)

CHINESE - A person whose ancestors lived for many generations in China.

FILIPINO (F)

FILIPINO - A person whose ancestors lived for many generations in the Philippine Islands.

INDIAN (I)

AMERICAN INDIAN - A Native American person whose ancestors generally lived in what is now the United States or Southern Canada.

ALASKAN INDIAN - A member of the Aleut, Eskimo or other native American group whose ancestors lived in Alaska.

OTHER ALASKAN NATIVE OR NATIVE AMERICAN - A Native American who is not defined above as American Indian or Alaska Native or as Hispanic Indian.

JAPANESE (J)

JAPANESE - A person whose ancestors lived for many generations in Japan.

OTHER ASIAN (OA)

KOREAN - A person whose ancestors lived for many generations in Korea.

VIETNAMESE - A person whose ancestors lived for many generations in Vietnam.

SOUTHEAST ASIAN - A person whose ancestors lived for many generations in the countries of Cambodia, Laos, Thailand, Indonesia, Burma, or Malaysia.

SAMOAN - A person whose ancestors lived for many years in Samoa.

OTHER ASIAN - A person whose ancestors lived for many generations in parts

of Asia or the Pacific Islands not listed above. Examples might be countries like Tibet, Eastern Siberia, Guam, Tahiti, Hawaii or the native people of Australia.

HISPANIC (H)

HISPANIC INDIAN - An Hispanic person whose ancestors came from the original peoples of North America, Central America or South America.

HISPANIC BLACK - An Hispanic person whose ancestors were Black people.

HISPANIC WHITE - An Hispanic person whose ancestors originally came from Europe, North Africa, the Middle East or the Indian subcontinent (India).

HISPANIC ASIAN OR PACIFIC ISLANDER - An Hispanic person whose ancestors came from Asia or the Pacific Islands. For example, some Filipinos might consider themselves as Hispanic Asian or Hispanic Pacific Islander.

WHITE (W)

CAUCASION - A person whose ancestors lived for many generations in Europe, North Africa, the Middle East or the Indian subcontinent (India), but does not consider himself or herself as Hispanic, Gypsy or East Indian.

GYPSY - A person whose ancestors came from the original Gypsy groups of Europe or a person who is a member of an existing Gypsy group.

EAST INDIAN - A person whose ancestors lived for many generations in India, Ceylon, and in some cases, Pakistan.

UNIDENTIFIED (U)

None of the above ethnic categories are appropriate.